DOCUMENT RESUME

ED 238 065 CS 504 484

AUTHOR Kay, Ruth; Kay, Jack
TITLE Instructional and Extracurricular Use of Video-Tapes.
PUB DATE 12 Nov 83
NOTE 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Higher Education; Learning Activities; *Media Selection; *Motivation Techniques; Program Improvement; *Speech Communication; *Speech Instruction; *Speech Skills; Teaching Methods; Video Equipment; *Videotape Recordings

ABSTRACT

As an aid in integrating videotape procedures into effective speech communication programs, this report discusses the advantages and disadvantages of videotaping, provides guidelines for the use and purchase of equipment, and suggests classroom and extracurricular activities involving videotape. After indicating several positive characteristics, including the ability to attract students' attention and motivate them to correct problems in their speech performances, the report suggests certain limitations in videotaping. It then provides practical guidelines for videotape use and identifies important considerations in selecting equipment--effectiveness as a teaching tool, demand on instructors' time, and cost. Finally, it lists 15 videotape activities for the speech classroom, such as using the camera's zoom capacity to point out annoying gestures and videotaping group discussions, and 10 extracurricular activities, including critiquing a videotape of a state championship debate. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED238065

INSTRUCTIONAL AND EXTRACURRICULAR USE OF VIDEO-TAPES

Ruth Kay
Irving Junior High School, Lincoln, Nebraska

Jack Kay
University of Nebraska-Lincoln

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ruth Kay
Jack Kay
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented at the Sixty-ninth Annual Meeting of the Speech Communication Association Convention, Washington, D.C., 12 November 1983

CS 504 484

Roper's (1973) study of peoples' attitudes toward the television medium indicates that the medium which is used to relay a message is an important part of content reception. This fact leads us to explore different types of message delivery systems for teaching and classroom instruction. One system that has become popular in the last few years is the use of video-tape. Video-tape is an especially appropriate tool for the speech communication discipline because no other tool, except live performance, has the ability to give us both the verbal and non-verbal aspects of a message.

Nelson (1968) notes that teachers of speech communication now have many teaching aids at their disposal and in the face of pressures to adopt new systems teachers must learn how to integrate the new approaches and instruments into effective teaching programs. This paper discusses the use of video-tape in the speech communication classroom and in extracurricular activities. By video-tape in the classroom we refer to both commercially and individually prepared tapes that the class views and, more importantly, the process of taping student performances to play back to the students. This paper discusses the advantages and disadvantages of using video tape, provides some guidelines on the use and purchase of equipment, and suggests classroom and extracurricular activities involving videotape.

Advantages of Video-tape in the Classroom

One of the major advantages of using video-tapes in the

classroom is that amazing power of television to hold a student's attention. The students of today, both high school and college, have grown up in the television generation. Much of their spare time is probably spent in front of the mesmerizing television tube. Roper (1973) found that television is the medium that is perceived to be the most credible source of information. As educators it would be unwise to ignore such a powerful tool. Thus we need to find ways of integrating television into our classrooms and activities.

As a medium of message delivery, video-tapes are relatively low in cost and reusable. A single video-tape, just like an audio tape, may be used over and over again, thus making it very cost effective (Gibson, 1968). Good quality video-tapes can be purchased for under ten dollars per tape. Lolley (1980) points out the flexibility of a video-tape system by indicating that it can be repeated over and over, you can stop and start it again for closer examination, a variety of zoom lenses can aid in providing different perspectives, and it can be erased and reused. Another advantage deriving from the nature of the medium is that it can incorporate many other media that are commonly used in the classroom (Hague 1978). You can show slides on it, cut to parts of films, use posters, charts, diagrams--the possibilities are almost limitless. Hague (1978) indicates that video-tapes can provide immediate feedback to students which is a valuable reinforcement tool.

Video-tape systems can have a dramatic impact on the learning process if they are used effectively. Instructor critiques are more meaningful if you can provide the oral

comments along with the video-image and sound to reinforce the point being made (Nelson, 1968). Ochs (1968) indicates that a video-tape camera can be used as an electronic critique by the instructor if, while viewing a student performance, the instructor can effectively use the camera to emphasize or demphasize strengths and weaknesses of student performances.

Student observation of video-taped speeches is also a valuable educational tool. After viewing themselves on tape many students comment that their faults are more obvious to them (Nelson, 1968). Students are able to see what it is they need to improve upon and, equally important, they can see the good things they do (Hirschfeld, 1968). Another important advantage of student observation is that they realize a lot of what they feel inside and they think they portray outside is not evident in their performance (Hirschfeld, 1968).

It appears that using vieo-tape to record student performances can have a very clear impact upon their future actions. Nelson (1968) found that when students actually heard and saw their speeches, they were more likely to take action and change for the better. Ochs (1968) indicates that the self instruction that comes about by allowing the student to view his/her own speech can result in a significant change in behavior. Martin (1980), in a study that set out to measure student attitudes toward media instruction, found that students responded favorably to video-taping and tht such recording is an important vehicle to enhance learning.

The instructor can use video-tape in a number of ways to get a variety of results. Specific actitives that can be

utilzed are provided at the end of this paper. On a general level an instructor can use a video-taped presentation to focus on delivery or to analyze content of a speech. The novelty of using television in the classroom attracts students and thus increases the involvement of students (Nelson, 1968). One rather important side effect to the use of the video-tape is that when students know they will be on tape they tend to do more careful preparation (Nelson, 1968).

In a different context, video-tape can be utilzed with much the same results in teacher training programs. Prospective teachers can be video-taped while presenting a lesson to a class. Gibson (1968) found that student teaching performances evaluated on video-tape were good predictors of teachers' actual classroom work.

Disadvantages of Video-tape in the Classroom

Video-tape systems obviously have a lot of advantages in the classroom. However, we would like to alert you to some of the disadvantages of such a system. The first and most obvious problem familiar to anyone who has worked with mechanical equipment in the classroom is equipment failure. The video-tape machine is not immune to this. One good way to minimize equipment failure is to have trained operators. This does not mean that an expert on video-taping must be procured for every classroom performance, but at least the instructor should be well versed in the use of the machine. David Torrence (1980) in an article entitled "Dealing with Electronic Demons in

Audio-visual Media," explains that there are two reasons which account for equipment failure: the first is operator error and the second is erratic and intermittent equipment failure. Torrence goes on to indicate that many times the problem is operator error. In a comparison study of maintenance calls at three institutions of higher education nearly 65% of total logged repair calls found no malfunction evident. Neither we nor David Torrence blames this all on operator error, but we all know about those demons in equipment such as video-tape machines and movie projectors--they always seem to leave when the repair crew comes!

Another disadvantage to the use of video-tape is the time involved. Nelson (1968) points out that by using video-tapes the discussion time in class is increased, thus allowing fewer discussions throughout a semester. Time is also taken up with the set-up and adjustment of equipment. The instructor who is considering the use of video-tape must weigh the amount of time versus the benefit of more lengthy discussions.

Many instructors face another disadvantage. In many schools the taping must be done in a studio because that is where all the equipment is located. Nelson (1968) points out that this situation is unrealistic and only serves to add more stress to the situation. However, he goes on to say that some students find studio-taping helpful because it aids them in preparation for future careers in television broadcasting.

Guidelines for Using Video-tape

After examining the major advantages and disadvantages, we now present some practical guidelines for the use of video-tape. The first guideline involves the critique. Frandsen, Larson, and Knapp (1967) indicate that an instructor's effectiveness can be enhanced if they reserve comments about the speech until after the student has viewed his/her performance. Reynolds (1968) adds that it is important to also include student comments when critiquing a speech.

A second guidline deals with timing. Video-taping student performances should not begin until at least the second speech (Nelson 1968). In this way the student has a chance to get an initial orientation to the speech-giving process. But, taping should not be delayed too long. Otherwise, the benefit of improvment will be lost. (Reynolds, 1968).

The next guideline involves the replay. Most experts agree that one should wait at least overnight before viewing the replay. This provides more objective student evaluations (Reynolds, 1968).

A fourth guideline deals with grading the video-tape performance. Ochs (1968) and Hirschfeld (1968) agree that it is better to remove penalties for failure and that no grade should be given on the assignment. This reduces some of the anxiety that might be associated with this type of speech. Hirschfeld (1968) goes on to say that it may be helpful to use personal narratives as the subject, thus reducing the chance that the students will forget the subject matter of their presentation. Ochs (1968) indicates that it may be helpful for the student to repeat the same speech he/she gave on the video-tape, working to

correct the errors of the first performance.

The atmosphere is an important factor in video-taping speeches, thus it is our fifth guideline. The instructor should keep in mind that for many students the cameras will indeed create anxiety. Therefore, steps should be taken to provide as relaxed of an atmosphere as possible (Hirschfeld, 1968). We mentioned earlier that the classroom is a more desirable place than a studio to tape speeches because the students are more comfortable with the classroom setting.

Our last guideline deals with the frequency of video-taping. Nelson (1968) indicates that the more the video-tape system is used, the more comfortable the students will be with its presence. Also, the more video-tape is used, the more objective the students will become about their own performances and the speeches of others.

Guidelines for Purchasing Video Equipment

Before anyone or any school system purchases video equipment it is important that they consider usage and cost factors to determine the worthiness of the investment. Nelson (1963) identifies three important questions: Will video-taping aid in better teaching and motivating students to acquire the skills identified in the school system's learning objectives? Will video-taping make reasonable demands on the instructor's time? Is the cost of the equipment within the budget of the institution.

Reynolds (1968) suggests some other guides more specific to

the type of equipment needed. His three objectives include: simplicity and ease of use, effective use of the aid as an integral portion of speech performance courses, and diverse and extensive use of the aid for enhancing oral presentations.

Despite the advantages, disadvantages and guidelines offered in this paper, the bottom line is that it is largely up to the classroom teacher or activity director to establish the effectiveness of video-taping. Whitelegg (1982) states: "In the final analysis, the potential for success depends on the willingness of teachers to experiment..." (p. 21).

VIDEO-TAPE ACTIVITIES FOR THE SPEECH CLASSROOM

1. Have the students prepare a two to three minute speech on a personal anecdote, possibly something like "The most exciting thing that has ever happened to me!" Video-tape their speech performance and play it back for their critique.

2. For any video-taped speech, develop simple critique forms and allow the students to fill out critiques for one or more of their classmates. This should follow a lesson on constructive criticism.

3. As the students advance further into the art of giving speeches develop more in depth critique sheets for them to fill out that make them justify their comments.

4. While viewing tapes of speeches done in class take one or

several and ask the class to discuss the speeches more specifically. Obviously these speeches should be carefully chosen. Students should be asked to comment on the things that were well done along with those in need of improvement.

5. Obtain video-tapes of speeches that are not done in class and lead the class in a discussion of the merits of these speeches.

6. When video-taping classroom speeches, attempt to use the zoom capacity of the camera to point out annoying gestures or physical movements, or possibly to draw attention away from such things.

7. If you have access to editing equipment, take one speech and by utilizing the camera, emphasize or de-emphasize certain things consistently throughout the speech. Play the two versions of the speech to the students and discuss the idea of differing perceptions.

8. Video-tape group discussions in which the class participates and discuss the decision making process, group roles, leadership styles, etc.

9. Tape various interpersonal role-playing situations and analyze the individual's responses to certain situations. What was good? What could have been better?

10. Attempt to obtain video-tapes of well known speeches and have the class discuss the good and bad points.

11. When playing back speeches that are taped in class, or even ones not done in class, emphasize non-verbal communication by playing the speech without the sound. Emphasize the verbal aspect by darkening the picture so only sound is evident. Have the students evaluate the same speech from both perspectives and discuss differences.

12. Video-tape several speeches throughout a semester, save the tapes, and at the end of the semester play several tapes of the same students and discuss the progress that the students have made.

13. Develop a model speech given by someone outside of the classroom. To emphasize different content variables, have the student perform the speech in different ways (i.e., good introduction-bad introduction, a lot of supporting material-no supporting material, organized-unorganized, and any other differences you wish to add.) Have the students evaluate the speech in its different forms and discuss which is more effective and why.

14. When discussing persuasive speeches develop a model speech that uses a strategy that will offend the audience and then take the same topic and use a strategy that shows good audience analysis.

15. Have the students perform job interviews in front of the camera as if they were actually applying for the job. Have the studets critique the interview either as a class or in small groups.

VIDEO-TAPE ACTIVITIES FOR EXTRACURRICULAR ACTIVITIES

1. Develop a video-tape for each individual speaking event (e.g., serious interpretation, prose interpretation, after-dinner speaking, etc.) which presents the rules for the event, an explanation of how the students should prepare for the event, and provides a model speech for the event. Have students view the tapes of the events that they would like to participate in, and then have the students meet with the instructor to discuss the tapes.

2. Obtain a video-tape of a clear, relatively slow debate and play the tape for beginning debaters to illustrate and practice flowsheeting principles. Prepare a transparency of the flowsheet to display following each speech on the tape so that the students can compare their flowsheets to the master. While the students are flowsheeting, the instructor should circulate throughout the classroom and be prepared to stop the tape if the students fall behind.

3. For advanced oral interpretation students, video-tape performances and play them back without sound to accentuate

nonverbal aspects of the performance.

4. Without the student's knowledge, record them as they get up from their seat to go to the front of the room and perform. Similarly, keep the recorder going as the students return to their seats. When playing the tape back, discuss the impression generated as the students walked to and from the front of the room.

5. Periodically record the student's performances, so that they have a chronology of their development and improvement as speakers. Have the students write evaluations periodically in which they focus upon what they need to improve upon and what they have improved on.

6. Share video-tape performances with teachers and students at other schools. Ask them to comment upon the performance of your students.

7. Have students who are experiencing particular difficulties in an event view video-tapes of other students who have had success in the event. After viewing the tapes, have the student meet with the instructor to discuss the differences between their performances and the performance on the tapes.

8. Have students who are experiencing confident problems view tapes containing novice performances of those students who are now successful. After viewing the tape, meet with the student

to discuss.

9. Record events from commercial television that are related to the competetive forensics events (e.g., television documentaries, performances by comedians, political candidate's speeches, educational programs, congressional debates, etc.). Have students discuss the relationship between what they are doing and what is being done in the "real world."

10. Obtain a copy of the state championship debate, and have debaters critique the debate.

SOURCES

Frandsen, Larson, and Knapp. (1967) Paper presented at the Conference of the Directors of the Basic Course of the Mid-Western Universities, Lawrence, KS, February 18.

Gibson, James W. (1968) "Using Videotape in the Training of Teachers." Communication Education 17 (March): 107-109.

Hague, Syed. (1978) "Video Applications in Education." Education Technology (September): 28-32.

Hirschfeld, Adeline. (1968) "Videotape Recordings for Self-Analysis in the Speech Classroom." Communication Education 17 (March): 116-118.

Lolley, John L. (1980) "Videotape Programs." Drexel Library Quarterly 16 (January): 83-102.

Martin, Ruth E. (1980) "Measurement of Student Attitudes Toward Media Instruction." Education Technology (June): 36-40.

Nelson, Harold E. (1968) "Videotaping the Speech Course." Communication Education 17 (March): 101-103.

Ochs, Donovan J. (1968) "Videotape in Teaching Advanced Public Speaking." Communication Education 17 (March): 110-112.

Reynolds, R. V. E. (1968) "Videotape in Teaching Speech in a Small College." Communication Education 17 (March): 113-115.

Roper, Elmo. (1973) "What People Think of Television and the Mass Media--1959-1972." New York: Television Information Office.

Torrence, David R. (1980) "Dealing with Electronic Demons in Audio-Visual Media." Education Technology (November): 58-59.

Whitelegg, J. (1982) "The Use of Self-Produced Video Material in First Year Undergraduate Practical Classes." Journal of Geography in Higher Education 6: 21-26.